DOCUMENT RESUME

ED 217 931 JC 820 301

AUTHOR Lucas, John A.
TITLE Five Year Follow-Up Study of 1974 Alumni. Volume XI, No. 16.
INSTITUTION William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE 30 Sep 81
NOTE 63p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Career Change; *College Transfer Students; Community Colleges; Educational Attainment; Education Work Relationship; Employment Patterns; Enrollment Trends; Followup Studies; Majors (Students); Questionnaires; Two Year Colleges; *Two Year College Students; *Vocational Education; Vocational Followup

ABSTRACT

A 5-year follow-up of students who left William Rainey Harper College (WRHC) in 1974 was conducted to assess the long-term impact of WRHC on its students and to learn what those students do when they leave college. Questionnaires were sent to 443 alumni of career programs and 568 transfer alumni, and an overall response rate of 57.5% was attained. The study revealed that: (1) 74% of the 1974 career alumni were employed full time and 11% were unemployed, while 85% of the transfer alumni were employed full time and 6.5% were unemployed; (2) 17% of the transfer alumni were still enrolled in college compared with 15.5% of the career alumni; (3) 61% of the career alumni changed employment fields, and 70% changed firms during the 5-year period; however, 64% remained in a field closely related to their WRHC major; (4) while transfer alumni made fewer changes in their employment and education situation, only 36% remained in fields related to their WRHC major; (5) 52% of the career alumni and 86% of the transfer alumni had taken college courses in the 5-year period, and 23.5% of the career and 68% of the transfer alumni had received a bachelor's degree; and (6) career alumni were most helped by WRHC in attaining job knowledge and job and communication skills, while transfer alumni were aided most in the area of communication skills. The survey report includes data tables contrasting survey findings with those of a follow-up of 1970 alumni and the questionnaire. (Author/HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED217931

Volume XI, No. 16
September 30, 1981

WILLIAM RAINEY HARPER COLLEGE

FIVE YEAR FOLLOW-UP STUDY OF 1974 ALUMNI

John A. Lucas
Director
OFFICE OF PLANNING AND RESEARCH

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John A. Lucas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

[ ] This document has been reproduced as received from the person or organization originating it.

[X] Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

JC 820 301

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, IL 60067

Operational Research Staff

Sherry Langford, Secretarial
Linda Pones, Mailing, Tallying and Telephone Surveying
Alice Keenan, Mailing and Tallying

ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO CONDUCT A FIVE YEAR FOLLOW-UP STUDY OF THE 1974 ALUMNI IN ORDER TO ASSESS THE LONG TERM IMPACT HARPER MAKES ON ITS STUDENTS. ALUMNI WERE DEFINED AS ALL STUDENTS WHO ACCUMULATED 48 OR MORE CREDIT HOURS AT HARPER DURING THE 1973-1974 ACADEMIC YEAR. A SURVEY INSTRUMENT WAS MAILED TO THIS ALUMNI GROUP IN 1979 AND OVER THE NEXT YEAR A SECOND MAILING WAS SENT AND AN ATTEMPT WAS MADE TO REACH ALL NON-RESPONDENTS BY TELEPHONE. THIS EFFORT YIELDED A 57½ PERCENT RETURN RATE. RESULTS OF THIS STUDY WERE COMPARED TO EARLIER FIVE YEAR FOLLOW-UP STUDIES AND TO ONE YEAR FOLLOW-UP STUDIES OF ALUMNI.

RESULTS OF THE STUDY SHOWED THAT OVER THE FIVE YEAR PERIOD IN WHICH THE 1974 ALUMNI HAD LEFT HARPER, WELL OVER HALF INDICATED THEY HAD CHANGED THEIR EMPLOYMENT AND EDUCATION SITUATION. IN SPITE OF ALL THESE CHANGES ALMOST TWO-THIRDS OF THE VOCATIONAL TECHNICAL ALUMNI AND OVER A THIRD OF THE TRANSFER ALUMNI REMAINED IN A FIELD CLOSELY RELATED TO THEIR MAJOR AT HARPER.

A LARGE PORTION OF THE ALUMNI CONTINUE THEIR EDUCATION AFTER LEAVING HARPER. WITHIN FIVE YEARS, 86 PERCENT OF THE TRANSFER ALUMNI TAKE ADDITIONAL COURSES AT SOME OTHER COLLEGE WHILE 68 PERCENT ACHIEVE A BACHELOR'S DEGREE. AMONG VOCATIONAL TECHNICAL ALUMNI 52 PERCENT TAKE ADDITIONAL COURSES WHILE 23½ PERCENT ACHIEVE A BACHELOR'S DEGREE.

VOCATIONAL TECHNICAL ALUMNI WERE MOST HELPED AT HARPER IN THE AREA OF JOB KNOWLEDGE. IN ADDITION, THEY RECEIVED SUBSTANTIAL HELP IN THE AREAS OF TECHNICAL JOB SKILLS AND COMMUNICATION SKILLS. TRANSFER ALUMNI WERE MOST HELPED IN THE COMMUNICATION SKILLS AREA. HOWEVER, BOTH ALUMNI GROUPS REPORTED RECEIVING LITTLE HELP IN THE MANAGERIAL SKILLS AREA DESPITE THE FACT THAT CLOSE TO HALF PERMANENTLY SUPERVISE OTHER EMPLOYEES WHILE ANOTHER FOURTH OCCASIONALLY SUPERVISE.

FINALLY THESE 1974 ALUMNI LISTED WAYS IN WHICH HARPER COULD HELP THEM NOW AND WAYS IN WHICH THEY WOULD BE WILLING TO HELP HARPER.

TABLE OF CONTENTS

I. Purpose..... 1

II. Population Surveyed..... 1

III. Methodology..... 1

IV. Discussion of Results..... 2

V. Major Conclusions..... 4

VI. Detailed Results

A. Major Fields of Vocational Technical Alumni..... 6

B. Major Fields of Transfer Alumni..... 7

C. Current Status..... 8

D. Educational Goals..... 9

E. Change in Status Since Leaving Harper..... 9

F. Status of Continued Education.....10

G. Graduation From Harper Status.....10

H. Classification of Present Employment.....11

I. Level of Employment.....12

J. Relatedness of Job to Major Field at Harper.....12

K. Geographical Location of Employment.....13

L. Out of State Locations.....13

M. Salaries of Employed Alumni.....14

N. Degree to Which Harper Prepared Alumni for Their Jobs.....15

O. Extent to Which Alumni Supervise the Work of Other People.....15

P. College or University of Present Enrollment.....16

Q. Present College Class Standing.....17

R. Relatedness of Present Major to Major While at Harper.....17

S. Major Field at Present College.....18

T. Extent to Which Credits Earned at Harper Transferred to the New College.....18

U. Grade Performance of Harper Alumni Enrolled in College Five Years Later.....19

V. Cost of Present College.....19

W. Evaluation of Various Aspects of Harper College by Alumni.....20

X. Comparison of Harper College With New College to Which Alumni Transferred.....21

Y. Courses by Rank Order of Their Net Benefit to the Alumni.....22

Z. Comparison of Course Ratings Shortly After Leaving Harper Versus Five Years Later.....24

AA. Courses Not Taken at Harper by 1974 Vocational Technical Alumni Which Would Have Been Beneficial at Present.....25

BB. Courses Not Taken at Harper by 1974 Transfer Alumni Which Would Have Been Beneficial at Present.....27

CC. 1974 Transfer Alumni Experiences at Harper Which Have Been the Most Helpful.....29

DD. 1974 Vocational Technical Alumni Experiences at Harper Which Have Been the Most Help.....32

EE. Ways in Which Harper Can be of Help to 1974 Alumni.....35

FF. Ways in Which 1974 Alumni Could be of Help to Harper.....36

GG. Specific Services Desired in the Learning Resource Center by 1974 Alumni.....37

HH. Specific Programs and Facilities Desired in Building M by 1974 Alumni.....38

II. Specific Courses and Seminars Desired by 1974 Alumni.....38

JJ. Equipment 1974 Alumni Could Purchase for Harper at Low or No Cost.....39

KK. Employment Opportunities 1974 Alumni Could Provide for Harper Grads.....39

LL. Projects Favored for Support if an Alumni Giving Program Were Established.....40

VII. Appendix.....41

Harper College Former Student Follow-up Questionnaire.....42

Purpose

The purpose of this study was to follow up 1974 Harper alumni five years later in order to provide a general assessment of the long term impact Harper makes on its students. A secondary purpose was to provide answers to many general questions about what happens to Harper students after they leave. A third goal was to identify resources that might be available from these alumni. This is one of a number of institution-wide studies done on a periodic basis. The last five year follow-up study of former students was conducted among the 1970 alumni in 1975.

Population Surveyed

The population targeted was composed of students who accumulated 48 or more hours of credit at Harper during the 1973-1974 academic year. Transfer majors, among whom 70 percent achieved an associate degree, and vocational technical majors, among whom 87 percent achieved an associate degree were analyzed separately. After the original mailing of the survey and appropriate follow-up procedures, the following survey return rate was obtained from the target population:

	1974 Vocational Technical Alumni		1974 Transfer Alumni		All Alumni	
	N	PCT	N	PCT	N	PCT
Mail responses	138	31.1	136	23.9	274	27.1
Phone responses	112	25.3	194	34.2	306	30.3
Total responses	250	56.4	330	58.1	580	57.4
Non-forwardable	103	23.3	99	17.4	202	20.0
Unable to reach by phone	88	19.9	128	22.5	216	21.3
Refused to answer	2	.4	10	1.8	12	1.2
Deceased	0	0	1	.2	1	.1
Total non-responses	193	43.6	238	41.9	431	42.6
Original target population	443	100.0	568	100.0	1011	100.0

Thus a 57½ percent response rate was obtained on students who had left Harper five to six years before. Under these circumstances, this is about as high a response rate as can be reasonably expected. Very few of the non-responses were refusals. Instead almost all non-responses were due to inability to locate these students. If there is any bias in the data because of the low response rate it would probably be that a high proportion of the non-respondents live out of the area now.

Methodology

The survey instrument shown in the appendix was developed by the Office of Planning and Institutional Research and was mailed to the target population. Sometime later a second survey instrument was mailed to all those not responding. Still later those not responding were surveyed by telephone. Because this project was not of high

priority, the survey process was extended over a period of a year and a half from the fall of 1979 through the spring of 1981.

Results in this study were compared to past five year follow-up surveys and to the follow-up of these same alumni one year after they left Harper.

Discussion of Results

In looking at the profile of the 1974 vocational technical alumni one finds that a third majored in health related fields, but this is down sharply from the 1970 alumni class when over half (52 percent) were either dental hygiene or Nursing students. As enrollments in health related fields have remained fairly constant and more and more students have sought associate degrees in non-health related fields, this percent has continued to drop in later years. Among the 1978 vocational technical alumni only 27 percent majored in health related fields.

Among the 1974 transfer alumni over a third (35.3 percent) were Liberal Arts majors and 18 percent were Business majors.

The current status data showed that 74 percent of the 1974 vocational technical alumni were employed full time and 11 percent were unemployed while 85 percent of the transfer alumni were employed full time and only 6½ percent were unemployed. As to college attendance 15½ percent of the vocational technicial alumni and 17 percent of the transfer alumni were still enrolled five years after leaving Harper.

There was considerable change in the employment situation for the 1974 vocational technical alumni as 61 percent changed employment fields and 70 percent changed firms during that five year period. Despite all these changes, 64 percent of these alumni remained in a field closely related to their major field at Harper. Transfer alumni seem to make few changes in their educational or employment situation, but the changes they do make seem to be more drastic as only 36 percent remained in a field closely related to their major at Harper.

In analyzing college education achievements, one finds that 52 percent of the 1974 vocational technical alumni have taken some courses in the five year period since leaving Harper. Moreover, 23½ percent of these alumni have achieved a bachelor's degree. Among the 1974 transfer alumni 86 percent have taken additional college courses and 68 percent have achieved a bachelor's degree.

Close to half (48½ percent) of the 1974 vo-tech alumni work at the experienced professional or second line supervision level or higher. This compares to 42 percent of the 1974 transfer alumni working at this same level. The majority (56 to 61 percent) of these employed alumni work in the Northwest suburbs.

Both 1974 alumni groups were averaging an annual salary of about $17,800 five years after leaving Harper. By comparison the 1979 transfer class was surveyed at the same time (one year after they left Harper) and were found to be averaging $14,500 per year. Thus four years of extra experience by these 1974 alumni netted them an additional $3,300 in salary per year.

The 1974 vocational technical alumni reported they were most helped by Harper in the area of job knowledge. They also received good help in the areas of technical job skills and communication skills. They received the least help in the area of managerial skills. This occurs despite the fact that 42 percent of these alumni permanently supervise other employees and another 31 percent occasionally supervise other employees. They supervise on the average 4.1 employees per employed alumnus.

Transfer alumni from the 1974 class said they received the most help from Harper in the area of communication skills. However, they reported they received a low amount of help in the area of managerial skills and they did even more supervising than their vo-tech counterparts. Over half (52½ percent) permanently supervise employees while another 22½ percent occasionally supervise. Overall, transfer alumni supervise on the average 5½ employees per employed alumnus. These data raise the question whether colleges should consider adding a management course as a general education core requirement for degrees.

In rating various aspects of their Harper experience these alumni rated teaching faculty, the Learning Resource Center and course selection best while placement, athletics and intramural sports were rated worst. It must be remembered that these alumni are rating Harper as it was in 1972-1974.

These alumni were also asked to rate how different Harper course areas now benefit them. In general, almost all course areas were rated as beneficial. Alumni rated more than twice as many courses "most beneficial" as "least beneficial". The courses rated highest or most beneficial were for the most part in specialized vocational areas. The one exception among the top courses was Speech. However, most Liberal Arts courses were rated as highly beneficial even though they were not among the top courses. The only course areas rated as less than beneficial were Physical Education and History, but it should be noted that these were courses taken at Harper between 1972 and 1974.

These same alumni had rated the value of these courses four years ago so it is possible to see if any courses had appreciated in value to these alumni. Several courses appreciated substantially and most dramatic was Secretarial Science. Also appreciating substantially were Architecture, Engineering and Technology and Speech. Showing smaller gains were Data Processing, Journalism, Electronics and English. Thus, skills and knowledge learned in these areas became more valuable with the passage of time through job, educational and life requirements.

More than two-thirds of the alumni feel five years after leaving Harper that taking additional courses would have proved helpful now. A wide variety of courses were suggested ranging from job skill courses to management to general education courses. This reinforces the need to support alumni with an effective continuing education program.

These alumni also listed experiences at Harper which proved to be most helpful to them over the years. Such experiences as contact with specific faculty, specific course or program content, other students contacted, extracurricular activities, counseling services received, communication and reasoning skills learned, clinical, lab or internship type experiences and personal growth in self-discipline, confidence building and horizon widening were all mentioned.

In the survey these alumni were asked to list ways in which Harper could be of service to them now. They named a number of services such as being on various mailing lists, having a special package for alumni use of Building M facilities, access to specialized facilities on campus, access to Learning Resource Center services, an alumni newsletter and specific courses or seminars offered.

To a lesser extent they offered ways in which they (the alumni) could be of benefit to Harper. They indicated a willingness to talk to students interested in their careers and to serve as examples of career success. A number said they would make presentations in the classroom about their careers. Some mentioned they would be willing to serve on advisory committees and still others offered to participate in an alumni giving program for specific projects. A few said they could host students at their businesses, and others offered to help tutor disabled students. Several students indicated they could provide employment opportunities for Harper graduates or provide internship opportunities for students. Specialized contacts were offered by still other alumni.

Major Conclusions

Over the five year period in which the 1974 alumni had left Harper, well over half indicated they had changed their employment and education situation. In spite of all these changes almost two-thirds of the vocational technical alumni and over a third of the transfer alumni remained in a field closely related to their major at Harper.

A large portion of the alumni continue their education after leaving Harper. Within five years, 86 percent of the transfer alumni take additional courses at some other college while 68 percent achieve a bachelor's degree. Among vocational technical alumni 52 percent take additional courses while 23½ percent achieve a bachelor's degree.

Vocational technical alumni were most helped at Harper in the area of job knowledge. In addition, they received substantial help in the areas of technical job skills and communication skills. Transfer alumni were most helped in the communication skills area. However, both alumni groups reported receiving little help in the managerial skills area despite the fact that close to half permanently supervise other employees while another fourth occasionally supervise.

Finally these 1974 alumni listed ways in which Harper could help them now and ways in which they would be willing to help Harper.

DETAILED RESULTS

SURVEY RESULTS OF LONG TERM FOLLOW-UP OF ALUMNI

Major Fields of Vocational Technical Alumni	1970 Class		1974 Class	
	N	PCT	N	PCT
Nursing	25	33.4	50	20.0
Dental Hygiene	14	18.7	21	8.4
Secretarial Science	3	4.0	20	8.0
Criminal Justice	2	2.7	17½	7.0
Child Care	0	0	16	6.4
Fashion Design	1	1.3	14	5.6
Interior Design	0	0	13	5.2
Architectural Technology	3	4.0	12	4.8
Legal Secretary	0	0	10	4.0
Data Processing	13	17.3	9½	3.8
Electronics	3	4.0	9	3.6
Journalism	1	1.3	7	2.8
Accounting Aide	2	2.7	5	2.0
Medical Laboratory Technician	0	0	5	2.0
Food Service Management	1	1.3	5	2.0
Mechanical Engineering Technology	3	4.0	4½	1.8
Medical Office Assistant	0	0	4	1.6
Fire Science	0	0	3½	1.4
Business	0	0	3½	1.4
Refrigeration and Air Conditioning	0	0	3	1.2
Supervisory and Administrative Management	0	0	3	1.2
Education	0	0	2½	1.0
Humanities and Liberal Arts	0	0	2½	1.0
Marketing Mid-Management	4	5.3	2	.8
Numerical Control	0	0	2	.8
Social Sciences	0	0	1½	.6
Engineering	0	0	1	.4
Legal Technology	0	0	1	.4
Operating Room Technician	0	0	1	.4
Architecture	0	0	1	.4
Total	75	100.0	250	100.0

Major Fields of Transfer Alumni	1970 Class N	1970 Class PCT	1974 Class N	1974 Class PCT
Humanities and Liberal Arts	34½	21.3	116	35.3
Business	37	22.9	59½	18.1
Education	13½	8.3	19	5.8
Biological Science	8	4.9	17	5.2
Accounting	-	-	12	3.7
Art	7½	4.6	11	3.4
Physical Education	4	2.5	10	3.0
Engineering	6½	4.0	9	2.7
Mathematics	9	5.6	9	2.7
Psychology	5½	3.4	9	2.7
Other Social Sciences	13	8.0	7½	2.3
Architecture	7½	4.6	6½	2.0
Music	1	.6	6	1.8
Data Processing	0	0	5½	1.7
Pre-Medical	0	0	5	1.5
Communications	4	2.5	4	1.2
Physical Sciences	3	1.9	4	1.2
Architectural Technology	0	0	3	.9
Criminal Justice	0	0	2	.6
Marketing Mid-Management	0	0	2	.6
Pre-Law	0	0	2	.6
Supervisory and Administrative Management	0	0	2	.6
Clerical	0	0	1	.3
Electronics	0	0	1	.3
Journalism	0	0	1	.3
Legal Secretary	0	0	1	.3
Material Management	0	0	1	.3
Medical Office Assistant	0	0	1	.3
Nursing	0	0	1	.3
Pre-Veterinary Medicine	0	0	1	.3
No Major	8	4.9	0	0
Total	162	100.0	329	100.0

Current Status	Vocational Technical Alumni 1970 PCT	Vocational Technical Alumni 1974 PCT	Transfer Alumni 1970 PCT	Transfer Alumni 1974 PCT
Employed full time, not enrolled in college	60.0	64.4	65.5	73.4
Employed full time and enrolled part time	10.7	9.2	13.0	11.2
Employed full time and enrolled full time	0	.4	1.2	.3
Enrolled in college full time and employed part time	5.3	1.2	4.9	1.2
Enrolled in college full time, but not employed	0	1.6	4.9	3.3
Employed part time, enrolled part time	1.3	2.4	1.2	.6
Employed part time, but not enrolled in college	13.4	9.2	2.5	2.7
Enrolled part time, but not employed	2.7	.8	.6	.6
Armed Services	0	0	0	.3
Unemployed, but seeking employment	1.3	2.4	2.5	3.0
Homemaker not employed nor enrolled	5.3	7.2	3.7	3.1
Not employed nor enrolled for other reasons	0	1.2	0	.3
Total	100.0	100.0	100.0	100.0
Number of responses	75	250	162	330
PCT remaining in identical or closely related fields either in college or on job.	65.9	63.7	37.1	35.9

Educational Goals	Vocational Technical Alumni 1970 PCT	Vocational Technical Alumni 1974 PCT	Transfer Alumni 1970 PCT	Transfer Alumni 1974 PCT
Presently enrolled full time in college	5.3	3.2	9.9	4.9
Presently enrolled part time in college	13.3	12.4	14.8	12.4
Plan to return to college next year	10.7	10.4	16.7	15.1
Plan to return to college some day	22.7	28.0	14.8	28.2
Presently enrolled in specific training program	2.7	1.2	.6	.3
No plans to continue education	34.6	20.8	29.6	22.4
Educational plans unknown	10.7	24.0	13.6	16.7
Total	100.0	100.0	100.0	100.0
Number of responses	75	250	162	330

Change in Status Since Leaving Harper	1974 Alumni: Vocational Technical Alumni — Situation Has Changed Since Leaving Harper N	Situation is the Same as When Student Left Harper N	PCT Who Have Changed PCT	1974 Alumni: Transfer Alumni — Situation Has Changed Since Leaving Harper N	Situation is the Same as When Student Left Harper N	PCT Who Have Changed PCT
Unemployment status	33	13	71.7	53	23	69.7
Employment firm or organization	166	70	70.3	112	82	57.7
College or university enrolled in	85	20	81.0	142	127	52.8
Employment field	78	50	60.9	140	147	48.8
Major field in college	45	61	42.5	87	175	33.2

Status of Continued Education	Vocational Technical Alumni		Transfer Alumni	
	Degree to Which Alumni Continued Their Education After Leaving Harper			
	1970 PCT	1974 PCT	1970 PCT	1974 PCT
Have taken no college courses since Harper	48.0	48.0	14.9	14.2
Some college, but less than a bachelor's degree	36.0	28.6	23.6	17.9
Have achieved a bachelor's degree	9.4	16.1	39.1	44.2
Have achieved a bachelor's degree plus some graduate credit	5.3	6.1	17.4	17.3
Have achieved a master's degree	1.3	.8	3.7	5.5
Have achieved a professional degree	0	.4	1.3	.6
Have achieved the doctorate	0	0	0	.3
Total	100.0	100.0	100.0	100.0
Number of responses	75	248	161	330
PCT taking some college since leaving Harper	52.0	52.0	85.1	85.8
PCT achieving at least a bachelor's degree	16.0	23.4	61.5	67.9

Graduation From Harper Status	Vocational Technical Alumni		Transfer Alumni	
	1970 PCT	1974 PCT	1970 PCT	1974 PCT
Attained AA degree	14.7	12.2	40.1	45.0
Attained AS degree	22.7	33.3	16.7	19.7
Attained AAS degree	34.6	41.5	5.6	4.0
Attained certificate	12.0	3.2	0	1.8
Attained no degree nor certificate	16.0	9.8	37.6	29.5
Total	100.0	100.0	100.0	100.0
Number of responses	75	246	162	329

Classification of Present Employment	Vocational Technical Alumni		Transfer Alumni	
	1970 PCT	1974 PCT	1970 PCT	1974 PCT
Medical fields	50.5	28.2	1.4	3.1
Business or finance	13.7	14.8	20.7	36.8
Engineering or related technology	11.2	14.1	7.2	9.8
Sales	3.7	9.4	11.0	12.0
Legal,governmental or political	1.6	8.5	4.2	7.5
Office or clerical	4.8	7.0	8.2	5.1
Arts or Humanities	3.2	6.3	4.2	1.4
Educational	2.4	5.6	19.7	10.8
Social or religious	.8	3.8	2.1	1.7
Trades	6.5	1.4	15.2	7.1
Scientific	0	.9	0	3.4
Factory semi-skilled	1.6	0	6.1	1.3
Total	100.0	100.0	100.0	100.0
Number of responses	66	213	151	295

Level of Employment	Level Index	Vocational Technical Alumni 1970 PCT	Vocational Technical Alumni 1974 PCT	Transfer Alumni 1970 PCT	Transfer Alumni 1974 PCT
Unskilled labor	1	1.5	.5	8.0	1.0
Semi-skilled labor	2	4.6	3.7	16.0	6.8
Technician, skilled labor, foreman	3	9.1	9.2	7.3	11.5
Beginning professional	4	27.3	38.2	37.3	38.7
Experienced professional or second line supervision	5	56.0	45.6	26.0	40.0
Creative scientist, researcher or upper middle management	6	1.5	1.9	4.7	1.7
Vice-President or higher	7	0	.9	.7	.3
Total		100.0	100.0	100.0	100.0
Number of responses		66	217	150	295
Average level index		4.36	4.34	3.74	4.16

Relatedness of Job to Major Field at Harper	Relatedness Index				
They are identical	3	54.5	47.0	11.5	17.8
They are closely related	2	16.7	25.3	23.0	18.8
They are somewhat related	1	10.6	12.0	28.1	26.1
They are not related	0	18.2	15.7	37.4	37.3
Total		100.0	100.0	100.0	100.0
Number of responses		66	217	139	295
Average relatedness index		2.08	2.04	1.09	1.17

Geographical Location of Employment	Distance Index	Vocational Technical Alumni 1970 PCT	Vocational Technical Alumni 1974 PCT	Transfer Alumni 1970 PCT	Transfer Alumni 1974 PCT
Downtown Chicago	2	10.6	6.9	8.5	8.2
Outer fringes of Chicago	1	9.1	2.8	5.8	5.9
Northwest suburbs	0	37.9	60.8	47.3	56.1
Other suburbs	1	25.8	14.8	19.2	13.4
Within 40-100 miles of Chicago	3	3.0	4.6	6.9	4.4
In Illinois more than 100 miles from Chicago	4	0	.9	3.1	2.7
Outside Illinois	5	13.6	9.2	9.2	9.3
Total		100.0	100.0	100.0	100.0
Number of responses		66	217	130	295
Average distance index		1.33	.95	1.21	1.06

Out of State Locations	N	N	N	N
Wisconsin	2	4	1	2
Michigan	1	4	1	1
Arizona	1	2	0	1½
New York	0	2	1	0
Iowa	0	2	0	0
California	1	1	0	6
Texas	0	1	0	4
Colorado	0	1	1	1
Massachusetts	1	1	0	0
Nevada	0	1	0	0
Germany	0	1	0	0
Minnesota	0	0	0	3
New Jersey	0	0	0	2
Nebraska	0	0	0	1
Florida	0	0	0	1
Missouri	0	0	0	1
Ohio	0	0	0	1
Canada	0	0	0	1
Okinawa	0	0	0	1
Travel all over	0	0	0	1
Pennsylvania	1	0	0	0
Georgia	1	0	1	0
West Virginia	1	0	0	0
Alabama	1	0	0	0
South Carolina	0	0	1	0
Total	10	20	6	27½

Salaries of Employed Alumni	Vocational Technical Alumni		Transfer Alumni	
	1970 PCT	1974 PCT	1970 PCT	1974 PCT
Under $3,328 per year	0	0	0	0
$3,328 - $4,159 per year	0	0	0	0
$4,160 - $4,999 per year	0	0	.9	0
$5,000 - $6,999 per year	2.0	0	6.3	.4
$7,000 - $8,999 per year	12.0	4.0	14.4	3.5
$9,000 - $9,999 per year	6.0	1.2	17.1	2.7
$10,000 - $11,999 per year	34.0	12.1	24.4	10.5
$12,000 - $14,999 per year	32.0	21.8	22.5	22.9
$15,000 - $19,999 per year	12.0	31.0	6.3	29.8
$20,000 - $24,999 per year	2.0	21.8	5.4	15.1
$25,000 - $29,999 per year	0	6.9	1.3	9.3
$30,000 - $34,999 per year	0	.6	1.2	2.7
$35,000 - $40,000 per year	0	0	0	1.5
Over $40,000 per year	0	.6	0	1.6
Total	100.0	100.0	100.0	100.0
Number of responses	50	174	111	258
Median salary	$11,824	$16,759	$10,963	$16,688
Mean salary	$12,260	$17,394	$12,032	$18,141

Degree to Which Harper Prepared Alumni for Their Jobs

Area of Preparation	1974 Vocational Technical Alumni: Harper Helped Considerably (Index of help → 2) PCT	Harper Helped Somewhat 1 PCT	Harper Did Not Help at all 0 PCT	Number of Responses	Average Index	1974 Transfer Alumni: Harper Helped Considerably 2 PCT	Harper Helped Somewhat 1 PCT	Harper Did Not Help at all 0 PCT	Number of Responses	Average Index
Specific job knowledge	55.1	32.3	12.6	127	1.43	19.7	33.0	47.3	112	.72
Technical job skills	44.8	41.4	13.8	116	1.31	10.7	29.1	60.2	103	.50
Communication skills	38.2	48.8	13.0	123	1.25	46.4	42.0	11.6	112	1.35
Maturity	24.3	55.7	20.0	115	1.04	33.9	50.9	15.2	112	1.19
Managerial skills	16.7	45.6	37.7	114	.79	18.1	40.0	41.9	105	.76

Extent to Which Alumni Supervise the Work of Other People

Number Supervised	1974 Vocational Technical Alumni PCT	1974 Transfer Alumni PCT
Over 20 people	7.4	9.8
11-20 people	4.2	8.5
5-10 people	13.9	12.9
1-4 people	16.2	21.4
Occasionally supervise	31.0	22.7
Never supervise	27.3	24.7
Total	100.0	100.0
Number of responses	216	295
Average number supervised	4.1	5.4

College or University of Present Enrollment	Vocational Technical Alumni 1970 N	Vocational Technical Alumni 1974 N	Transfer Alumni 1970 N	Transfer Alumni 1974 N
Northern Illinois	1	2	2	4
Loyola	1	0	1	3
Northeastern Illinois	0	1	1	3
University of Illinois - Circle	0	1	3	2
Roosevelt	0	1	0	2
Elmhurst	0	1	0	2
University of Chicago	0	0	0	2
Southern Illinois	0	1	0	1
Illinois State	0	0	0	1
DePaul	0	3	1	1
Illinois Institute of Technology	0	1	0	1
University of Houston	0	0	0	1
University of Illinois - Champaign	0	0	1	1
Creighton	0	0	0	1
William Mitchell College of Law - Minnesota	0	0	0	1
Arizona State	0	0	1	1
Sangamon State	0	0	0	1
Northwestern	1	0	0	1
Dallas Theological Seminary	0	0	0	1
George Williams	0	1	0	1
American Insurance	0	0	0	1
University of Wisconsin - LaCrosse	0	0	0	1
University of Michigan	0	1	0	0
Aurora College	0	1	0	0
Highland Community College	0	1	0	0
Tulsa Community College	0	1	0	0
National College of Education	0	1	0	0
University of Kentucky	0	1	0	0
Metro State - Denver	1	0	0	0
Western Illinois	0	0	2	0
John Marshall	0	0	1	0
University of New Orleans	0	0	1	0
College of Pediatric Medicine	0	0	1	0
Texas A&M	0	0	1	0
Montana State	0	0	1	0
Total	4	18	17	33

Present College Class Standing	Vocational Technical Alumni 1970 PCT	Vocational Technical Alumni 1974 PCT	Transfer Alumni 1970 PCT	Transfer Alumni 1974 PCT
Freshman	-	5.6	-	2.8
Sophomore	-	5.5	-	0
Junior	-	16.7	-	16.7
Senior	-	33.3	-	11.1
Graduate	-	38.9	-	58.3
Professional school	-	0	-	5.6
Unclassified	-	0	-	5.5
Total		100.0		100.0
Number of responses		18		36

Relatedness of Present Major to Major While at Harper	Relatedness Index				
Identical	3	50.0	0	29.4	20.0
Closely related	2	0	38.9	23.5	25.7
Somewhat related	1	50.0	27.8	29.4	34.3
Not related	0	0	33.3	17.7	20.0
Total		100.0	100.0	100.0	100.0
Number of responses		4	18	17	35
Average index		2.00	1.06	1.65	1.46

Major Field at Present College	Vocational Technical Alumni 1970 PCT	Vocational Technical Alumni 1974 PCT	Transfer Alumni 1970 PCT	Transfer Alumni 1974 PCT
Business	0	36.1	23.5	31.9
Social Science	0	2.8	5.9	19.4
Biological and Health Science	50.0	5.7	35.3	18.0
Education	0	16.7	11.7	8.3
Humanities, Music, Arts	0	0	11.8	5.6
English, Literature, Speech	0	8.3	0	5.6
Engineering	25.0	5.7	0	2.8
Mathematics or Physical Science	0	8.3	5.9	2.8
Law	25.0	5.6	5.9	2.8
No major	0	0	0	2.8
Architecture	0	5.6	0	0
Home Economics	0	5.6	0	0
Total	100.0	100.0	100.0	100.0
Number of responses	4	18	17	36

Extent to Which Credits Earned at Harper Transferred to the New College				
0 - 20 percent	0	5.6	0	0
20 - 40 percent	0	5.5	0	0
40 - 60 percent	25.0	16.7	6.3	0
60 - 80 percent	25.0	16.7	6.2	5.7
80 - 90 percent	0	11.1	25.0	5.7
All but 2 or 3 courses	25.0	11.1	18.7	8.6
All but 1 course	0	22.2	6.3	17.1
100 percent	25.0	11.1	37.5	62.9
Total	100.0	100.0	100.0	100.0
Number of responses	4	18	16	35
Mean percent of credits transferred	76.9	73.6	88.6	95.5

Grade Performance of Harper Alumni Enrolled in College Five Years Later

Grade Performance at New College	Vocational Technical Alumni 1970 Class	Vocational Technical Alumni 1974 Class	Transfer Alumni 1970 Class	Transfer Alumni 1974 Class
Percent earned 3.0 GPA or higher	50.0	82.4	58.8	71.4
Percent earned below a 2.0 GPA	0	0	0	0
Mean cumulative GPA	3.00	3.21	3.00	3.23
Number of respondents	4	17	17	35
Grade Performance of Above Students While at Harper				
Percent earned 3.0 GPA or higher	0	44.4	23.5	55.6
Percent earned below a 2.0 GPA	50.0	0	5.9	5.6
Mean cumulative GPA	1.95	2.86	2.45	2.98
Number of respondents	4	18	17	36
Cost of Present College				
PCT for whom it cost less than $500 per year	0	33.3	18.2	44.4
$500 - $1,000 per year	25.0	40.0	0	11.1
$1,000 - $1,500 per year	0	0	0	0
$1,500 - $2,000 per year	0	0	9.1	5.6
$2,000 - $2,500 per year	25.0	0	9.1	5.5
$2,500 - $3,000 per year	50.0	6.7	0	5.6
PCT for which it cost more than $3,000 per year	0	20.0	63.6	27.8
Total	100.0	100.0	100.0	100.0
Number of responses	4	15	11	18
Mean cost per year	$2,125	$1,283	$2,645	$1,564

Evaluation of Various Aspects of Harper College by Alumni

Area of Evaluation	All 1969 Alumni After 5 Years	All 1970 Alumni After 5 Years	1974 Vo-tech Alumni After 5 Years		1974 Transfer Alumni After 5 Years	
	Average Rating*	Average Rating*	N	Average Rating*	N	Average Rating*
Teaching faculty	2.06	2.10	126	2.06	124	2.02
Learning Resource Center	2.81	2.26	124	2.06	120	2.11
Course selection	2.77	2.45	124	2.12	122	2.22
Learning atmosphere	2.73	2.43	120	2.18	120	2.35
Veterans benefits	-	-	20	2.20	19	2.26
Records and registration	2.44	2.35	118	2.38	114	2.35
Student Activities	2.98	2.62	108	2.40	113	2.51
Admissions Program	2.35	2.48	119	2.45	115	2.28
Other students	2.55	2.40	116	2.49	118	2.66
Food Service	3.17	2.73	105	2.55	94	2.64
Health Service	2.96	2.70	52	2.62	52	2.67
Financial Aids	2.54	2.44	47	2.64	50	2.66
Placement	2.81	2.85	71	2.80	72	2.83
Intercollegiate athletics	3.05	3.08	38	2.82	46	3.09
Intramurals	2.80	2.96	30	3.07	37	3.08

*Average rating: 1 = excellent, 2 = very good, 3 = average, 4 = borderline effectiveness, 5 = poor or ineffective.

Comparison of Harper College With New College to Which Alumni Transferred

Areas of Comparison	All 1969 Alumni After 5 Years Difference in Average Ratings*	All 1970 Alumni After 5 Years Difference in Average Ratings*	All 1974 Alumni After 5 Years N	All 1974 Alumni After 5 Years Difference in Average Ratings*
Health Service	-.40	-.70	14	+1.07
Food Service	-.07	+.60	25	+.84
Records and registration	+.49	+.36	41	+.29
Veterans benefits	-	-	8	+.15
Learning Resource Center	-.59	+.10	39	+.04
Teaching faculty	-.09	-.29	43	-.06
Financial Aids	+.21	-.14	19	-.06
Intercollegiate athletics	-.42	-.52	19	-.07
Course selection	-.39	-.34	41	-.07
Admissions Program	+.52	-.16	39	-.08
Learning atmosphere	-.06	-.12	40	-.09
Intramurals	-.06	-.15	11	-.17
Student Activities	-.38	-.03	37	-.24
Placement	-.10	-.50	19	-.24
Other students	+.13	-.28	42	-.31

*Difference in average ratings is the average rating at the new college minus the average rating at Harper where the average rating is: 1 = excellent, 2 = very good, 3 = average, 4 = borderline effectiveness, 5 = poor or ineffective

A +.10 or greater difference means Harper is perceived better in that area.

A +.09 to -.09 difference means Harper is perceived as about the same in that area as the new college.

A -.10 or more negative difference means the new college is perceived better in that area.

Courses by Rank Order of Their Net Benefit to the Alumni

Courses	All 1969 Alumni A/B	All 1970 Alumni A/B	All 1974 Alumni: Times Nominated as Most Beneficial Course A	All 1974 Alumni: Times Nominated as Least Beneficial Course B	All 1974 Alumni: A/B
Fashion Design	-	-	3	0	∞
Secretarial Science	5.80	∞	24	1	24.00
Nursing	7.00	18.00	23	3	7.67
Speech	5.25	8.50	64	9	7.11
Dental Hygiene	-	∞	14	2	7.00
Clerical	-	-	13	2	6.50
Management	-	∞	30	5	6.00
Architecture	∞	4.00	12	2	6.00
Legal Technology	-	-	6	1	6.00
Criminal Justice	-	0	11	2	5.50
Engineering	-	-	11	2	5.50
Marketing	-	3.00	20	4	5.00
Mechanical Engineering Technology	∞	∞	13	3	4.33
Human Potential Seminars	-	-	4	1	4.00
Material Management	-	-	4	1	4.00
Psychology	5.80	5.75	93	27	3.44
Education	4.50	∞	17	5	3.40
Medical Laboratory Technician	-	-	6	2	3.00
Refrigeration and Air Conditioning	-	-	3	1	3.00
Mathematics	1.29	2.73	68	23	2.96
Accounting	-	3.14	45	16	2.81
Child Development	-	-	25	9	2.78
Interior Design	-	-	8	3	2.67
English	7.25	2.69	96	38	2.53

∞ - Infinitive

Courses by Rank Order of Their Net Benefit to the Alumni (continued)

Courses	All 1969 Alumni A/B	All 1970 Alumni A/B	All 1974 Alumni: Times Nominated as Most Beneficial Course A	All 1974 Alumni: Times Nominated as Least Beneficial Course B	All 1974 Alumni: A/B
Electronics	∞	∞	10	4	2.50
Data Processing	5.00	2.67	29	12	2.42
Economics	-	-	34	17	2.00
Anthropology and Geography	-	-	24	12	2.00
Journalism	-	2.00	12	6	2.00
Physical Sciences	.14	1.27	15	10	1.50
Food Service Management	-	-	3	2	1.50
Political Science	1.50	.92	20	14	1.43
Biology	.61	1.33	44	32	1.38
Foreign Languages	-	-	19	14	1.36
Art	2.20	1.43	24	19	1.26
Music	-	-	13	11	1.18
Philosophy and Humanities	1.88	1.16	42	36	1.17
Fire Science	-	-	2	2	1.00
Banking	-	-	1	1	1.00
Physical Education	.42	.69	10	12	.83
Career Planning and Development	-	-	3	4	.75
Sociology	6.30	3.91	2	3	.67
History	.58	.50	22	39	.56
Operating Room Technician	-	-	1	2	.50
Real Estate	-	-	2	5	.40
Park and Grounds Management	-	-	0	1	0
Dietetic Technician	-	-	0	2	0
General Business	23.00	∞	-	-	-
Total	2.24	2.40	945	422	2.24

Comparison of Course Ratings Shortly After Leaving Harper Versus Five Years Later

Courses	All 1974 Alumni				
	Now		Five Years Later		Difference in Ratios
	N	A/B	N	A/B	
Interior and Fashion Design	25	5.25	14	3.67	-1.58
Secretarial Science and Clerical	36	3.11	40	12.33	+9.22
Nursing	37	17.50	26	7.67	-9.83
Speech	115	5.05	73	7.11	+1.06
Dental Hygiene	19	18.00	16	7.00	-11.00
General Business	132	5.00	178	3.05	-1.95
Architecture	28	1.55	14	6.00	+4.45
Criminal Justice	16	7.00	13	5.50	-1.50
Engineering and Technology	19	1.71	33	4.50	+2.79
Psychology and Sociology	450	3.33	125	3.17	-.16
Education	44	10.00	22	3.40	-6.60
Mathematics	196	2.92	91	2.96	+.04
Child Development	64	4.82	34	2.78	-2.04
English	263	2.09	134	2.53	+.44
Electronics	12	2.00	14	2.50	+.50
Data Processing	57	1.71	41	2.42	+.71
Journalism	10	1.50	18	2.00	+.50
Physical Sciences	70	1.31	25	1.50	+.19
Political Science	64	1.91	34	1.43	-.48
Biology	154	2.42	76	1.38	-1.04
Art	86	1.15	43	1.26	+.11
Philosophy and Humanities	216	1.20	78	1.17	-.03
Physical Education	10	1.00	22	.83	-.17
History	121	.83	61	.56	-.27
Total	1510	2.32	1367	2.24	-.08

Courses Not Taken at Harper by 1974 Vocational Technical Alumni Which Would Have Been Beneficial at Present

Microbiology - 5

More general chemistry and mathematics.

Something with regard to banking principles.

More terminology and more managerial skills courses.

Architectural presentation techniques, architectural modeling techniques and logic psychology.

A course in how to deal with the public in many different aspects.

Speech, techniques in writing and some kind of management training.

Microbiology, medical terminology and medical hematology.

More detailed explanation of curetting in Dental Hygiene Program.

Business and management courses related to nursing would be helpful.

More technology courses.

Death and dying seminars.

Expanded duties for the Dental Hygienists.

Science, history and accounting courses would have helped tremendously in transferring to a university.

More managerial classes.

Estimating and construction technology.

Quantitative analysis.

Other art courses.

Man and environment and similar courses should be offered that make communities aware of their problems and solutions.

Human potential seminar (wasn't available then).

On the job training and experience is what helps you in the business world.

Accounting, management, biologies and advanced nursing courses. Harper's nursing courses did not prepare a student for RN position, but more for LPN position. I had difficult time adjusting to a four-year nursing program.

More science courses.

Supervisory courses.

More education courses.

Career seminars.

Journalism

Setting up your own business.

Welding would be good to include in refrigeration and air conditioning. Also, blueprint reading.

Marketing and accounting.

Legal aspects of law.

Courses Not Taken at Harper by 1974 Vocational Technical
Alumni Which Would Have Been Beneficial at Present (continued)

More nutrition in nursing program.

Some public health nursing.

I think there should have been a course designed to teach us medical office techniques, rather than entering cold during our internships of four months.

Special education for high school students.

Required transfer courses, because it will enable me to get into and through the nursing program sooner.

Data processing analysis.

The career programs should have a lot more time spent in actual practical application. However, for Continuing Education the curriculum should remain as is.

Biochemistry, organic chemistry, human relations type courses and administrative training.

Journalism in big business; Harper focuses primarily on newspaper journalism.

There should be more business and life planning courses and potential seminars.

More history of furniture and history of art.

More drawing courses in the fashion design program would have helped me out when I transferred.

More radiology in dental hygiene courses.

Possibly a course in bookkeeping for a dental hygiene student. Because a hygienist may be called upon to fill in for receptionist or bookkeeper while on vacation or out sick.

Plastics design, solar energy and tool design.

Any further dental hygiene classes.

Courses on core dump reading, JCL and more about access methods.

There should have been more legal technology courses incorporated into the Legal Technology Program.

I would like to see a course in child care dealing with parents. Also, a course in music for young children. One semester of student teaching should not be counted on to teach both of these things.

Architectural drawing and drafting.

Public affairs reporting, use of public records, where to look for such records, and freedom of information act application.

An introductory computer course is much needed in the engineering program (either MET or transfer).

Electrical, architectural blueprint reading, perspective drawing and rendering.

Tool design, machine design, computer technology (what was inside operation). More "blue collar" courses such as small engine overall, as to repair etc.

Maybe another manufacturing or industrial engineering course or two would have been applicable.

Basic business courses.

Courses Not Taken at Harper by 1974 Vocational Technical
Alumni Which Would Have Been Beneficial at Present (continued)

Graphic design and related courses, lithographic courses, photographic, etc.

Mathematics, speech, career planning and development, marketing, management, history, foreign language, banking and accounting.

Offer zoology as an evening class.

Courses Not Taken at Harper by 1974 Transfer Alumni
Which Would Have Been Beneficial at Present

Speech - 2

Greek (cultural or Koine)

Horticulture or plant science.

Marketing

Women's studies

Memo writing

Child care

Management for women in business and higher foreign language courses.

Typing

Beginning recreation courses.

More courses dealing with secretarial science and criminal justice.

Journalism curriculum, should sponsor mandatory typing before admission.

If Harper had an archaeology department I probably would have stayed in that field. As it turned out, I was delayed in taking those courses until attending a university.

Higher level psychology and philosophy.

Audio visual or photography and television production courses.

I wish I had taken more business courses.

For college bound education majors, some field experience in surrounding districts would help students know how to get a job in their home area.

More accounting and management courses.

Horticulture related courses.

Perhaps a separate course each for invertebrate zoology and vertebrate zoology.

More education courses for the prospective teacher.

A course designed to aid communication between people, but not in the "English" stereotype; understanding, relating, feedback, etc.

A course such as working on the job while in school and being exposed to exactly what the job is about in another atmosphere than school.

Special education courses and outdoor education courses.

Investment and tax course.

Courses Not Taken at Harper by 1974 Transfer Alunmi
Which Would Have Been Beneficial at Present (continued)

Practical everyday law, legal aspects of contracts, and home and life in general.

Various business courses related to industrial engineering.

Business management.

Communication (business).

Statistics geared to social science students, economics, speech, and more choices of psychology courses.

More athletic courses. I understand that you're getting a new gym.

Courses dealing more specifically with artistic training as related to job use and needs in advertising field.

More design, art, and color courses.

Probably a video production course would have helped me.

Tool and die (building of them).

More specific biology and ecology courses, also more preparation for transferring to a four-year university.

More extensive program on day care - establishing your own center, government regulations, licensing, etc.

Laboratory skills - specialized techniques - more advanced science courses - immunology.

Business courses

Local, state and federal government jobs.

Behavior modification and more research writing.

I could have used related informational classes working at a teenage alcohol clinic as I was doing until I took a maternity leave.

A good English or mathematics course for persons with good grades who lack good English or mathematics background.

A good statistics course.

Accounting and advanced writing classes.

A course on discovering one's career aptitude.

I had wished for more biology and chemistry offerings as they related to a pre-professional program (especially transferable offerings).

More health care classes and have them available for not just nursing and dental hygiene students as was the case when I attended.

Marketing courses in advertising, communications, and channels of distribution.

Perhaps more sales, business oriented classes.

I would haved like to have been able to take some art - craft type of classes in addition to my full-time load.

Park management courses.

A few basic university level electrical engineering courses would have been very helpful for my four-year degree.

1974 Transfer Alumni Experiences at Harper
Which Have Been the Most Helpful

Meeting people - 3

The classes I took at Harper - 2

Faculty - 2

The education in and of itself was helpful - 2

Getting started in college with a two-year school.

My mathematics background from Jordan and my woman calculus teacher.

In and outside of class.

There is no one experience, but rather my experience at Harper contributed to my self confidence; to my awareness of my ability to achieve my personal goals.

I was an outcast in my high school because I was an individual. At Harper, I met people who accepted me for my value, not my beliefs or nationality.

Experience outside the classroom.

English courses, psychology and history.

Working as a student aide.

Harper provided me with a starting point and gave me a chance to begin to develop an awareness of the world around me.

Journalism professor Henry Roepken was a top notch teacher.

The education received was so advanced; I was able to skip some classes completely at my second college.

More relaxed learning atmosphere - dealing with people.

Attaining some sense of identity in my last semester at Harper.

Acclimating myself to the school environment before transferring to a university.

Accounting instructors.

Returning to Arizona State for half a year.

Relationships with teachers and meeting other students.

Psychology courses.

Harper helped develop my general knowledge and also my ability to work with people.

Preparation for four-year institution.

The course I took in art.

Calculus, chemistry and physics, but mathematics and science helped me the most.

I think it was just having smaller classes with enthusiastic teachers and individual attention versus large classes and teacher aids.

Disciplining oneself to work in the community and keep up grades.

Learning study habits.

Effective communication with people.

Psychology classes.

1974 Transfer Alumni Experiences at Harper
Which Have Been the Most Helpful (continued)

Physics classes 201-202 1973-1974 Betty Windham professor. Superb class, excellent facilities and programs. Taught me more about all aspects of learning than all other courses combined.

Dr. Arneson's ecology courses gave me new learning opportunities, new friendships and a greater awareness of relationships to the earth and to each other. Also, Gil Tierney and Janet Savin's direction and enthusiasm awoke my other vocational interest - creative writing.

Completing the AA degree made entering a four-year school (Northern Illinois University) very easy. No evaluation was necessary.

Being able to become more independent and plan for the future.

Learning to study and think independently and learning to budget time.

Nursing training - environmental class with Arneson.

The availability of the teachers to the students as well as their interest in the students.

Feedback from the instructors in the Art department. Interaction with students and instructors in art classes and free time spent in Art department.

Inside discussing the real world out of class.

Counseling program.

Working and communicating with fellow students on class assignments.

Getting my AA degree.

My shorthand teacher.

Working actively on the program board, radio station and newspaper.

Transition between high school and major university.

Getting the AA degree to compensate for most general university requirements.

Data processing courses.

The freedom given students in course selection.

Psychology in business and industry.

Speech, mathematics and English.

The ability to communicate with the faculty has helped me to talk over problems and to discuss solutions before they become major.

Gradual ease into college life. Able to still work and be a member of a college community.

Learning to be responsible for myself, by going to school and working at the same time.

English and business psychology.

Preparation for four-year college.

The sociology and psychology courses taken prepared me for continuing on and receiving a major and minor.

-30-

Serving on the Program Board was instrumental in helping me gain "inside" knowledge of college, its administration and help bring quality entertainment to the college.

Harper taught me what it was like to be a disciplined student and when I went away to a four-year university I was prepared.

Lectures by R.B. Fuller and Margaret Mead. Mr. Oliver's sociology class, J. Arneson's ecology class and H. Chapman's philosophy class.

Harper gave me a chance to earn a degree at low cost so I was able to save enough money to complete my B.S.

Some of the teachers told me things that were of value to me.

Job placement on campus well as summer employment and physics class.

Interaction with faculty members - they (most) really cared about their students.

The requirements asked of me by the chemistry and possibly biology professors helped me to gain a sense of pride, dedication and perseverance.

Taking a basic liberal arts program helped me decide my specific major once I'd left Harper.

Helped in social situation and being able to communicate at work. Harper was my first experience doing and choosing for myself what I wanted.

The diversity of age in the classroom - learning to relate to all ages. Excellent professors also. Small classrooms helped me develop my communication skills.

The experience of meeting and communicating with individuals.

Going to school full time and working full time helped me discipline myself.

Leaving Harper helped me the most, because it has a poor atmosphere for studying and is too much like extended high school.

General education program - athletics.

Building up better study habits in a more relaxed atmosphere.

Just being able to learn new things and the fellowship with people of all ages.

The fact that school was close to home and I was able to save money to go away to school.

I appreciated the required English 101 and 102, plus the required understanding and use of the dictionary.

Environment was a good course, made me appreciate what we have. Some Harper teachers were excellent. Harper helped me mature and realize my future responsibilities.

Development of sound study skills and enthusiastic instructors with challenging courses.

Classes "Courtship and Marriage", speech and group communications, English, Spanish, and music - piano and guitar.

The independence and responsibility developed at Harper and Northern Illinois University.

Learning how to study and reason in an effective manner.

Business writing and management skills courses.

Being left free to achieve or to fail.

1974 Transfer Alumni Experiences at Harper
Which Have Been the Most Helpful (continued)

The experience of maturing to an adult and facing the responsibilities an adult might encounter.

My part-time job got me enough money to attend University of Illinois.

The ability to use the Harper computer and the HP 9810 on my own with only limited restrictions.

Use of the learning center resources.

The opportunity to work full time and be a full-time student, it helped me to learn to manage my time efficiently.

1974 Vocational Technical Alumni Experiences at Harper
Which Have Been the Most Help

On the job training - 5

The teachers - 2

I learned to communicate and work with others better - 2

Further education - 2

Working in Dental Hygiene Clinic - 2

Classes in general - 2

Technical writing.

Learning to cope with the public.

Speech 101 course.

The knowledge from my courses and my day to day contact with my job and its involvement.

My internship served at Harper College during the 1973-1974 school term.

All medical courses.

My student teaching experience in the school lab.

Dr. Mulvihill and her classes - clinical nursing situations.

Close teacher contact with students, small class size and drawing/technical skill development.

Working in clinical areas for nursing.

Experience in the business classes has helped. Outside experiences have helped more in dealing with the public.

The internship I received at Northwest Community Hospital when I was enrolled in the Medical Laboratory Technician program.

Marrying a man I met in one of my classes.

The friendships developed with the girls in dental hygiene.

The teachers and the things I learned in the child care course have helped me the most.

Secretarial Internship program.

Harper taught me how to study and discipline myself to get things done.

1974 Vocational Technical Alumni Experiences at Harper
Which Have Been the Most Help (continued)

Communicating ideas with others in my field (business) and making new friends.

Certain courses - fire investigations, hazardous material and EMT.

Classroom learning, especially science courses.

Willingness of administration to help you pursue your career.

Self motivation.

Psychological aspects - handling emotions and understanding how they affect health.

Actual application of skills learned in school facilities and within community.

The first hand experience of the teachers.

Fashion design courses.

Internship program - legal secretarial science.

Applying the knowledge on the job and going one step further with it.

The good relationship (for most part) between faculty and students.

Education in itself is a constant stimulation.

Clinical tasks in Dental Hygiene department.

Psychology, philosophy and sociology.

Interior design class.

The internship program in the Secretarial Science department - office procedures.

Going on for my degree and understanding the necessity of completing college.

English and speech.

Being on the speech team.

The Human Potential Seminar.

The ability to continue to broaden the knowledge I gained from Harper and to relate it to my job more effectively.

The secretarial courses I took have helped me the most.

My child care courses.

Library.

Meeting all different kinds of people and communicating with them.

Working in the pre-school at Harper.

There is never just one thing that is a good experience or makes a person who he/she is. The total exposure is an excellent experience.

Lab work, clinical and field training.

Internship program in journalism.

Clinical experience - professional technical skills.

The people I met while attending Harper really changed my outlook on life. I became more outgoing and positive about myself.

Space planning and sales.

The basic pattern making class.

Technical and lab courses.

Educational classes and athletics.

Being a lab assistant in the programming lab.

Biological sciences.

The nursing faculty.

Harper's Dental Hygiene program.

Maintaining friendships.

Harper's Secretarial program.

The overall background Harper has provided me has been most beneficial.

Knowing the young and learning what a poor high school education they apparently had.

Internship in the Secretarial program.

The guest speakers and exhibits to do with interior design and humanities.

My psychiatric nursing rotation at Downey Mental Health facility helped me become more aware of myself and others.

Classroom experience.

Nursing program of 1972-1974 enabled us to share experiences, make friends and work together as a class which I feel made us better nurses.

Outside classroom.

Individual instructors who believed in me and in my potential.

The basic educational and communication skills.

The placement opportunities and the on the job training.

Being able to learn and apply at same time while working and learning.

Advertising class and my part time work associated with my field.

Student-teacher relationship - gaining confidence working with elders (30-40 years old).

Instruction on part of journalism faculty (Henry Roepken)

Exposure to Electronics department.

Speech courses particularly, because I had an excellent teacher, John Muchmore; and secretarial procedures course taught by M. Mickina. The people I met at Harper College and the people I met through the job M. Mickina got for me while attending Harper were also a plus for me.

Broad based liberal arts background and typing/organization skills all helped in my pursuit of current writing career.

The Child Care program was excellent and the courses helped me greatly while I was working in pre-school.

Learning how to manage time wisely while working part time and attending Harper full time.

1974 Vocational Technical Alumni Experiences at Harper
Which Have Been the Most Help (continued)

Moving to New York.

Medical courses.

Great school atmosphere and a very good Data Processing department.

Ways in Which Harper Can be of Help to 1974 Alumni

Ways	1974 Vocational Technical and Transfer Alumni N
Put alumni on the cultural arts events mailing list	112
Put alumni on the course schedule mailing list	100
Provide access to the Learning Resource Center services	90
Have special package rates for use of Building M	90
Would like to see newsletter developed for alumni	69
Would like to take specific courses or seminars	65
Be on mailing list for athletic events	28
Offer more courses toward bachelor's or master's degree	4
Provide access to computers	3
Provide access to fashion design dummies	2
Provide continuing education courses for nurses	2
Provide access to dental hygiene facilities	1
Provide access to shop facilities	1
Provide access to tennis courts	1
Provide access to architecture classrooms	1
Offer continuing education programs on architecture	1
Offer four-year nursing program	1
Offer more health specialty courses.	1
Schedule more cultural events	1
Offer placement services for jobs and colleges	1
Provide access to photography labs	1
Provide access to television studio	1
Provide access to musical instruments	1
Provide access to art facilities	1
Provide access to observe in classes	1
More evening and weekend offerings	1
Provide access to food service area	1

Ways in Which 1974 Alumni Could be of Help to Harper

Ways	All 1974 Vocational Technical and Transfer Alumni N
Talk to students about their careers either on campus or at place of business of alumni	60
Serve as examples of career success for use by the college in advertising and promotion campaigns	52
Make a presentation in a class at Harper about their careers	39
Serve on advisory committees for academic programs or for institutional concerns	38
If Harper College were to initiate an alumni giving program, alumni would donate	25
Would like to join a Harper alumni club related specifically to their career field	25
Host students at their business for a day	17
Volunteer for tutoring or helping handicapped students on campus	10
Provide contacts for employment opportunities for Harper graduates	8
Provide an internship or lab opportunity for current Harper students at their business	6
Provide contacts for Harper to secure equipment at no cost or reduced cost	4
Could provide contacts to provide short term professional employment opportunities for faculty in the summer or for an academic year leave of absence program	2
Would like to join Harper's Athletic Booster's Club	2
Could provide business or professional advertising for a Harper newsletter if it were developed	1
Could help with referendum contacts	1
Could help solicit funds from business and industry for educational foundation projects	1

Specific Services Desired in the Learning Resource Center by 1974 Alumni

Library - 7

Managing, secretarial and business.

Typing

Library cards for Northwest suburban people.

Films - being able to check them out for a day.

The Learning Resource Center and audio visual should be available to alumni in some fashion.

Library and audio visual.

Video tape players 3/4 " cassette machines.

Would like to freshen up on my knowledge.

Library - being able to check out books.

Writing labs, reading courses and refresher typing courses.

Library and Job Placement Center.

Dry mounting and laminating machines.

Video tape facilities.

Library and lectures tapes.

Being able to check out books.

Having access to shorthand speed tapes so that I could improve my skills.

Library card to use resources while working on my master's degree.

Scientific journals.

Nursing related.

Community projects.

Library use by alumni at no charge.

Whenever an occasion arises.

Review nursing tapes - lecture film strips.

Videos of lectures.

Further study in my field and interests - would love to have an alumni library card.

Specific Programs and Facilities Desired in Building M by 1974 Alumni	N
Didn't specify	43
Weight room	16
Racquetball courts	13
Gym	11
Tennis courts	9
Pool	8
Basketball courts	6
More information on what is available	5
Track	3
Dancing	2
Volleyball courts	1
Fencing	1
Softball	1
Alumni athletic night to use facilities	1
Locker room facilities	1

Specific Courses and Seminars Desired by 1974 Alumni

Continuing education program/seminars in architectural issues.

Become a four-year nursing degree program.

Prepare nursing students better so they will be able to function not only as desk nurses, but at the bedside.

Offering courses toward BA degree.

To offer more courses in the medical field, not necessarily courses required in a program, but courses such as "Medical assisting in an OB/GYN's office" or cardiovascular surgeon or pediatrician, etc. - specific knowledge of individual specialties.

Harper's facilities should be used for cultural experience for the community. They should have plays, art fairs, concerts. The campus should be used, so the community can see the assets of having a college in the area.

Future placements in four-year colleges toward higher degree.

Specific nursing seminars in the future.

Stop sending questionnaires.

By becoming a four-year school.

Keeping me informed of what's happening at Harper.

Specific Courses and Seminars Desired by 1974 Alumni (continued)

Foreign languages.

CPR course, drawing and art courses, quilting course, craft courses and history.

Education courses.

Personal interest, hobbies and self-improvement.

Any adventure outdoor education.

Stocks, investment, taxes and finance.

Business legal courses.

Varied topics on some of the courses offered.

Parenting i.e. - foster parents and their children.

Immunology

Religious, cultural and historical current events.

Statistics - I need to take one general statistics course on audit for doctorate.

Material management, purchasing and inventory control.

I would find a variety of courses not only interesting, but a nice change from the concentrated curriculum of law school.

Investments, real estate and tax update.

Equipment 1974 Alumni Could Purchase for Harper at Low or No Cost

Am able to and have already furnished contacts and some ostomy equipment for nursing program.

Machine shop and production equipment. Listing is available in purchasing department.

Computer terminals and microcomputer systems.

Trees for landscaping (own a nursery).

Employment Opportunities 1974 Alumni Could Provide for Harper Grads

Architecture

Data Processing (computer programming)

Metal working manufacturing, toolroom operators.

Computer technology, business, finance, clerical, drafting, design, etc.

Management trainee program

Landscape maintenance foreman and landscape construction foreman.

Since Harper is a two-year institution, jobs available here would be for electrical and mechanical technicians.

Projects Favored for Support if an Alumni Giving Program Were Established

Encouraging Harper grads to obtain a four-year degree.

Expand anthropology and geology departments.

To strengthen the pre-professional curriculum, especially for students who must use Harper as a vehicle to start their pre-professional training due to lack of funds to attend the freshman/sophomore years at a strong four-year pre-professional college. (like Creighton University).

Library

The arts.

Further expansion of business department.

Nursing

Any educational project related to the data processing profession.

I would donate for all programs.

Medical fields.

Art department.

I would need to know what the funds will be used for.

Park and grounds operation management.

APPENDIX

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH
February 1, 1979

Dear Former Student:

We are following a sample of former students of Harper. We would like to know what you are now doing and your evaluation of Harper. In order for Harper to properly evaluate itself and continue to be a quality institution, it is essential to have good information on its former students. Any information you supply will be kept strictly confidential among appropriate college administrators.

We will greatly appreciate your response to this questionnaire. A self-addressed, stamped envelope is enclosed for your convenience.

Sincerely,

John A. Lucas

John A. Lucas
Director

Enclosure

HARPER COLLEGE FORMER STUDENT FOLLOW-UP QUESTIONNAIRE

Give a permanent address where you can always be reached.

_____

_____

Read the following items carefully and for each mark a check (✓) on the line beside the most appropriate alternative. Mark only one alternative per item unless otherwise stated.

I. Please check (✓) major field while at Harper.

_____ 1. Accounting
_____ 2. Architecture
_____ 3. Architectural Technology
_____ 4. Art
_____ 5. Baking
_____ 6. Banking
_____ 7. Biological Science
_____ 8. Business
_____ 9. Child Care
_____10. Clerical
_____11. Cooking
_____12. Communications
_____13. Criminal Justice
_____14. Data Processing
_____15. Dental Hygiene
_____16. Dietetic Technician
_____17. Education
_____18. Electronics
_____19. Engineering
_____20. Fashion Design
_____21. Fire Science
_____22. Food Service Management
_____23. Heating Service
_____24. Humanities & Liberal Arts
_____25. Industrial & Retail Security
_____26. Interior Design
_____27. Journalism
_____28. Legal Technology
_____29. Legal Secretary
_____30. Market Mid-Management
_____31. Material Management
_____32. Mathematics
_____33. Mechanical Drafting
_____34. Mechanical Engineering
_____35. Medical Laboratory Technician
_____36. Medical Office Assistant
_____37. Municipal & Government Mgmt.
_____38. Music
_____39. Numerical Control
_____40. Nursing
_____41. Operating Room Technician
_____42. Park & Grounds Operation Mgmt.
_____43. Physical Education
_____44. Physical Science
_____45. Pre-Law
_____46. Pre-Medical
_____47. Psychology
_____48. Real Estate
_____49. Refrigeration & Air Conditioning
_____50. Secretarial Science
_____51. Supervisory and Administrative Management
_____52. Other Social Science

II. What is your present status? Check (✓) one.

_____ 1. I am employed full time but am not enrolled in college.
_____ 2. I am employed full time and am enrolled in college part time.
_____ 3. I am employed full time and am enrolled in college full time.
_____ 4. I am enrolled in college full time and am employed part time.
_____ 5. I am enrolled in college full time but am not employed.
_____ 6. I am enrolled in college part time and employed part time.
_____ 7. I am employed part time but am not enrolled in college.
_____ 8. I am enrolled in college part time but am not employed.
_____ 9. I am in the Armed Forces.
_____10. I am unemployed and not enrolled in college but am seeking employment.
_____11. I am a housewife not employed nor enrolled in college.
_____12. I am not employed nor enrolled in college for some other reasons such as illness or in transition, etc.

III. What are your present educational goals? Check (√) one.

_____ 1. I am presently enrolled full time in a college or university.
_____ 2. I am presently enrolled part time in a college or university.
_____ 3. I plan within the next year to return to college.
_____ 4. I plan to return to college some day.
_____ 5. I am presently enrolled in a specific training program.
_____ 6. I have completed my educational goals.
_____ 7. My educational plans are unknown at this point.

IV. Which of the following situations have changed for you from the first few months after leaving Harper to the present? Check (√) the appropriate column for each item.

	Has changed	Has remained the same
A. Employment firm or organization. (Leave blank if you have never been employed.)	_____	_____
B. Employment field (engineering, education, etc.) (Leave blank if you have never been employed.)	_____	_____
C. Military status (Leave blank if you have not been in military.)	_____	_____
D. College or university enrolled in. (Leave blank if you have not attended college since leaving Harper.)	_____	_____
E. Major field in college (such as Psychology, Chemistry, etc.) (Leave blank if you have not attended college since leaving Harper.)	_____	_____
F. Unemployment status (Leave blank if you have not been unemployed.)	_____	_____

V. How far have you continued your education since leaving Harper? Check (√) one.

_____ 1. I have taken no college courses since leaving Harper.
_____ 2. I have taken some college courses but do not have a bachelor's degree.
_____ 3. I have achieved a bachelor's degree.
_____ 4. I have achieved a bachelor's degree plus some graduate courses.
_____ 5. I have achieved a master's degree.
_____ 6. I have achieved professional degree.
_____ 7. I have achieved the doctorate.

VI. Did you graduate from Harper? Check (✓) one.

_____ 1. Yes, with AA degree.
_____ 2. Yes, with AS degree.
_____ 3. Yes, with AAS degree.
_____ 4. Yes, with certificate.
_____ 5. No

Employment Item

If you are employed, please answer the following seven questions, otherwise skip to item XIV.

VII. How would you classify your present occupation?

_____ 1. Social or religious
_____ 2. Educational
_____ 3. Legal, governmental or political
_____ 4. Sales
_____ 5. Business or finance
_____ 6. Scientific
_____ 7. Engineering or related technology
_____ 8. Medical fields
_____ 9. Arts or humanities
_____ 10. Trades
_____ 11. Factory semi-skilled
_____ 12. Office or clerical
_____ 13. Other (specify)

_____

VIII. Which of the following items best describes your employment status?

_____ 1. Unskilled labor
_____ 2. Semi-skilled labor
_____ 3. Technician, skilled labor or foreman
_____ 4. Beginning professional
_____ 5. Experienced professional or second line supervision
_____ 6. Creative scientist or researcher or upper middle management
_____ 7. Vice-president level or higher

IX. How related is your present job to your major field and what you prepared for at Harper?

_____ 1. They are identical.
_____ 2. They are closely related.
_____ 3. They are somewhat related.
_____ 4. They are not related.

X. In what geographic area do you work?

_____ 1. Downtown Chicago
_____ 2. Outer fringes of Chicago city limits
_____ 3. Northwestern suburban area (Barrington, Hoffman Estates, Schaumburg, Palatine, Rolling Meadows, Arlington Heights, Mt. Prospect, Prospect Heights, Wheeling, Buffalo Grove, Elk Grove)
_____ 4. Other Chicago area suburbs
_____ 5. Within 40 to 100 miles of Chicago
_____ 6. In Illinois more than 100 miles from Chicago
_____ 7. Outside of Illinois (specify)

_____

XI. What is your annual salary range? (Answer only if employed full time)

_____ 1. Under $3,328 per year or under $1.60 per hour.
_____ 2. $3,328 - $4,159 per year or $1.60 - $1.99 per hour.
_____ 3. $4,160 - $4,999 per year or $2.00 - $2.39 per hour.
_____ 4. $5,000 - $6,999 per year or $2.40 - $3.36 per hour.
_____ 5. $7,000 - $8,999 per year or $3.37 - $4.32 per hour.
_____ 6. $9,000 - $9,999 per year or $4.33 - $4.80 per hour.
_____ 7. $10,000 - $11,999 per year or $4.81 - $5.76 per hour.
_____ 8. $12,000 - $14,999 per year or $5.77 - $7.20 per hour.
_____ 9. $15,000 - $19,999 per year or $7.21 - $9.61 per hour.
_____10. $20,000 - $24,999 per year or $9.62 - $12.02 per hour.
_____11. $25,000 - $29,999 per year or $12.03 - $14.42 per hour.
_____12. $30,000 - $34,999 per year of $14.43 - $16.83 per hour.
_____13. $35,000 - $40,000 per year of $16.84 - $19.23 per hour.
_____14. Over $40,000 per year or $19.24 per hour.

XII. How well did Harper prepare you for your job? Check (✓) the appropriate column by each item.

Preparation	Harper helped me considerably	Harper helped me somewhat	Harper did not help me at all
Specific job knowledge	_____	_____	_____
Technical job skills	_____	_____	_____
Communication skills	_____	_____	_____
Managerial skills	_____	_____	_____
Maturity	_____	_____	_____
Other (specify)			
_____	_____	_____	_____
_____	_____	_____	_____

XIII. To what extent do you manage or supervise the work of other people? Check (✓) One.

_____ 1. I supervise or manage the work of over 20 people.
_____ 2. I supervise or manage the work of 11-20 people.
_____ 3. I supervise or manage the work of 5-10 people.
_____ 4. I supervise or manage the work of 1-4 people.
_____ 5. Occasionally I am a team leader or supervise some people.
_____ 6. I never supervise or manage the work of others.

Education Items

If you are presently enrolled in a college or university full time, please answer the following seven questions. Otherwise skip directly to item XXI.

XIV. Which college or university are you enrolled in?

_____ 1. Northern Illinois
_____ 2. University of Illinois-Circle
_____ 3. University of Illinois-Champaign
_____ 4. Western Illinois
_____ 5. Southern Illinois
_____ 6. Harper
_____ 7. Illinois State
_____ 8. Loyola
_____ 9. Roosevelt
_____10. Northeastern Illinois
_____11. DePaul
_____12. Eastern Illinois
_____13. Other (specify)
_____

XV. Which of the following best describes your status?

_____ 1. Freshman
_____ 2. Sophomore
_____ 3. Junior
_____ 4. Senior
_____ 5. Graduate school
_____ 6. Professional school
_____ 7. Other (specify)

_____

XVI. What is your major field presently?

_____ 1. Architecture
_____ 2. Biological and Health Science
_____ 3. Business
_____ 4. Education
_____ 5. Engineering
_____ 6. Home Economics
_____ 7. Humanities
_____ 8. Journalism
_____ 9. Law
_____10. Mathematics or Physical Science
_____11. Social Science
_____12. English-Literature-Speech
_____13. Languages
_____14. Agriculture and Conservation
_____15. Other (specify)

_____

XVII. How related is your present major to your major at Harper?

_____ 1. They are identical
_____ 2. They are closely related.
_____ 3. They are somewhat related.
_____ 4. They are not related.

XVIII. What portion of the courses which you took at Harper were you able to transfer? If you don't know for sure, make the best guess you can.

_____ 1. 0-20%
_____ 2. 20-40%
_____ 3. 40-60%
_____ 4. 60-80%
_____ 5. 80-90%
_____ 6. All but 2 or 3 courses
_____ 7. All but 1 course
_____ 8. Transferred all courses

XIX. What is your approximate cumulative grade point average on a 4.0 basis at the college you now attend? Check (✓) the closest GPA.

"A"

_____ 4.0 _____ 3.8 _____ 3.6 _____ 3.4 _____ 3.2

"B"

_____ 3.0 _____ 2.8 _____ 2.6 _____ 2.4 _____ 2.2

"C"

_____ 2.0 _____ 1.8 _____ 1.6 _____ 1.4 _____ 1.2

"D"

_____ 1.0 _____ Less than 1.0

XX. How much does it cost you or your family per year to attend your present college? Include tuition, books, room and board, and personal expenses.

_____ 1. Less than $500
_____ 2. $500 - $1,000
_____ 3. $1,500 - $2,000
_____ 5. $2,000 - $2,500
_____ 6. $2,500 - $3,000
_____ 7. Over $3,000

Evaluation Items

Please note the following aspects of college as you knew them while at Harper College. Place the appropriate number on the blank preceding the aspect. Rate Harper and the college you are now attending (if any) as follows:

1. Excellent
2. Very good
3. Average
4. Borderline effectiveness
5. Poor or ineffective
*

*Please mark (✓) if you have no basis for rating the aspect.

	Harper	College now attending (if any)	
XXI.	_____	_____	Teaching faculty
XXII.	_____	_____	Course selection
XXIII.	_____	_____	Admissions program
XXIV.	_____	_____	Records and registration
XXV.	_____	_____	Student activities (lectures, concerts, clubs, social events, student government, student publications, game area)
XXVI.	_____	_____	Learning Resource Center (library and AV center)
XXVII.	_____	_____	Placement
XXVIII.	_____	_____	Financial aids
XXIX.	_____	_____	Health Service
XXX.	_____	_____	Intercollegiate athletics
XXXI.	_____	_____	Food Service
XXXII.	_____	_____	Intramurals
XXXIII.	_____	_____	Learning atmosphere
XXXIV.	_____	_____	Veterans benefits
XXXV.	_____	_____	Other students

XXXVI. Which courses taken at Harper have been of most benefit to you on the job, in the college, or in the community? Check (√) all those that apply.

_____ 1. Accounting
_____ 2. Anthropology and Geography
_____ 3. Architecture
_____ 4. Art
_____ 5. Banking
_____ 6. Biology
_____ 7. Career Planning and Development
_____ 8. Child Development
_____ 9. Clerical
_____ 10. Criminal Justice
_____ 11. Data Processing
_____ 12. Dental Hygiene
_____ 13. Dietetic Technician
_____ 14. Economics
_____ 15. Electronics
_____ 16. Education
_____ 17. English
_____ 18. Engineering
_____ 19. Fire Science
_____ 20. Food Service
_____ 21. Foreign Languages
_____ 22. History
_____ 23. Human Potential Seminar
_____ 24. Interior Design
_____ 25. Journalism
_____ 26. Legal Technology
_____ 27. Management
_____ 28. Marketing
_____ 29. Material Management
_____ 30. Mathematics
_____ 31. Mechanical Engineering Technology and Drafting
_____ 32. Medical Laboratory Technician
_____ 33. Music
_____ 34. Nursing
_____ 35. Operating Room Technician
_____ 36. Park and Ground Management
_____ 37. Philosophy and Humanities
_____ 38. Physical Education
_____ 39. Physical Science
_____ 40. Political Science
_____ 41. Psychology
_____ 42. Real Estate
_____ 43. Refrigeration and Air Conditioning
_____ 44. Secretarial Science
_____ 45. Speech

XXXVII. Which courses taken at Harper have been of least benefit to you on the job, in college, or in the community? Check (√) all those that apply.

_____ 1. Accounting
_____ 2. Anthropology and Geography
_____ 3. Architecture
_____ 4. Art
_____ 5. Banking
_____ 6. Biology
_____ 7. Career Planning and Development
_____ 8. Child Development
_____ 9. Clerical
_____ 10. Criminal Justice
_____ 11. Data Processing
_____ 12. Dental Hygiene
_____ 13. Dietetic Technician
_____ 14. Economics
_____ 15. Electronics
_____ 16. Education
_____ 17. English
_____ 18. Engineering
_____ 19. Fire Science
_____ 20. Food Service
_____ 21. Foreign Languages
_____ 22. History
_____ 23. Human Potential Seminar
_____ 24. Interior Design
_____ 25. Journalism
_____ 26. Legal Technology
_____ 27. Management
_____ 28. Marketing
_____ 29. Material Management
_____ 30. Mathematics
_____ 31. Mechanical Engineering Technology and Drafting
_____ 32. Medical Laboratory Technician
_____ 33. Music
_____ 34. Nursing
_____ 35. Operating Room Technician
_____ 36. Park and Ground Management
_____ 37. Philosophy and Humanities
_____ 38. Physical Education
_____ 39. Physical Science
_____ 40. Political Science
_____ 41. Psychology
_____ 42. Real Estate
_____ 43. Refrigeration and Air Conditioning
_____ 44. Secretarial Science
_____ 45. Speech

XXXVIII. Are there courses which, had they been included in your curriculum, would have benefited you now on your job, in college, or in your community?

_____

_____

_____

XXXIX. Of all your experiences at Harper, both in and outside the classroom, which do you think has helped you most since leaving Harper?

_____

_____

_____

XL. Are there ways Harper can be of help to you and its other alumni? If so, check (√) the following programs which would help you.

_____ A. Access to the Learning Resource Center services. Indicate if you have specific services in mind._____

_____

_____ B. Special package rates for using the new physical education and athletic facility, building M. Mention any specific facilities in the building you would like to use.

_____

_____

_____ C. Access to using other facilities on campus. Describe any specific facilities you have in mind.

_____

_____

_____ D. Mailing list for athletic events.
_____ E. Mailing list for Cultural Art events.
_____ F. Course schedule mailing list.
_____ G. Other mailing lists (specify)_____
_____ H. Would like to see newsletter developed for alumni.
_____ I. Would like to take specific courses or seminars at Harper. (specify) _____
_____ J. Other ways in which Harper could help me. (specify)

_____

_____

XLI. As you know, Harper College, and other education institutions, are facing severe financial constraints and will need considerable help to maintain educational quality. Since Harper was of value to you, perhaps you would be willing to help Harper in specific ways? If so, check (✓) the ways in which you would be able and willing to aid Harper College.

_____ A. Lend your name as a success story for use by the College in advertising and promotion campaigns.

_____ B. Serve on advisory committees for academic programs for for institutional concerns.

_____ C. Talk to students about your career either on campus or at your place of business.

_____ D. Host students at your business for a day.

_____ E. Provide an intership or lab opportunity for current Harper students at your business.

_____ F. Make a presentation in a class at Harper on your business or your career.

_____ G. Could you or your contacts provide short-term professional employment opportunities for faculty in a summer or an academic year leave of absence program.

_____ H. Volunteer for tutoring or helping handicapped students on campus.

_____ I. Would like to join a Harper alumni club related specifically to your career field.

_____ J. Would like to join Harper's athletic boosters club.

_____ K. Could provide contacts for Harper to secure equipment at no costs or at reduced cost. Describe type of equipment.

_____

_____

_✓_ L. Could provide contacts for employment opportunities for Harper graduates. Specify type of employment opportunities availabe.

_____

_____

_____ M. Could provide business or professional advertising for a Harper newsletter if it were developed.

_____ N. Make referendum contacts if Harper College were to schedule another referendum.

_____ O. Help solicit funds from business and industry for the Harper College Educational Foundation for specific educational projects at Harper.

_____ P. If Harper College were to initiate an alumni giving program, would you personally make a donation toward this fund. If so, what specific educational project at Harper would you like to see supported by such as fund (specify) _____

_____

_____ Q. Other ways in which you could aid Harper College. (specify)

_____

_____

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

AUG 6 1982